

DOCUMENT RESUME

ED 215 463

EC 142 122

AUTHOR Weber, Sylvia E.
TITLE Educational Programs for the Gifted and Talented: Survey.
INSTITUTION Alberta Dept. of Education, Edmonton. Planning and Research Branch.
PUB DATE Oct 81
NOTE 48p.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Delivery Systems; Educational Objectives; Elementary Secondary Education; *Foreign Countries; *Gifted; School Districts; Surveys
IDENTIFIERS *Alberta

ABSTRACT

To investigate educational programs for gifted and talented students in Alberta, Canada, a survey of 106 school boards was conducted. Analysis of the responses are offered for each of 21 survey questions and are compared with responses from the Canadian Education Association survey of 586 Canadian school boards. Among findings are that independent study rated as the most popular program type in Canada while Alberta preferred the special education part time classes, that educators in both surveys indicated that high performance was the most important criterion, and that Alberta tends to begin its program for gifted and talented students earlier than the rest of Canada. Appended are the goals of basic education for Alberta, a sample survey form, and tables with statistical data.
 (SB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED215463

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EDUCATIONAL PROGRAMS
for the
GIFTED AND TALENTED

Survey

by

Sylvia E. Weber

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Sylvia E. Weber

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Planning & Research Branch
Alberta Education

October 1981

EC142122

SURVEY ON EDUCATIONAL PROGRAMS FOR THE GIFTED
AND TALENTED STUDENTS IN ALBERTA

Introduction

"The Goals of Basic Education for Alberta" (1978) reads:

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

It further reads:

Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other.

In recent years with the emphasis on fulfilling the goals of basic education for all children and adults, exceptional children have been given a great deal of attention. The International Year of the Child and the International Year of the Disabled have made the public aware of disabled and disadvantaged children. Most of the special programs in schools attempt to rectify problems of children who have a disability or are disadvantaged.

Gifted and talented students are frequently considered as exceptional children. In many cases the gifted and talented student is the classroom "daydreamer," the "trouble-maker" or the "dropout" because he is bored with the teacher(s) and/or the curriculum. Many gifted students do well in school but there is no challenge for them. In many cases it is claimed that they do very little work for their marks. These students tend not to receive the public's attention because they do well enough on their own. In fact, society shows resistance to helping these individuals. Concerned parents, teachers and other professionals are asking for this 2 to 3 per cent of the population to be recognized and helped. They feel there is a need for programs and activities for these students since they are not achieving up to their potential.

According to the Webster dictionary the words "gifted" and "talented" are inter-changeable in their definition. "Gifted" is defined by Webster as "having a great natural ability" while "talented" is defined as: (1) the natural endowments of a person, (2) a specific, often creative or artistic aptitude, (3) a general intelligence or mental power.

Educators do not define these students the same way. "Gifted" students to most educators are the academically outstanding and the "talented" students are outstanding in some area other than academic. However, educators tend to feel that in order to be classed as "gifted" or "talented" the student must perform highly or very well in all undertakings. Very rarely is a student gifted or talented in all possible variations of abilities. Some can be gifted or talented in several areas, but some only shine in one specific area.

Gifted/talented students may be identified within one of the following groups:

1. Intellectual - academically outstanding
2. Aesthetic - outstanding in creative arts
3. Kinesthetic - outstanding in co-ordination and motor abilities
4. Psycho-social - outstanding in human relations and leadership ability

Objectives

Due to the general interest shown by educators and parents for educational needs of the gifted and talented students, Alberta Education in a survey of school jurisdictions requested information on the following:

- educational programs currently being operated in Alberta;
- school board policies regarding gifted and talented children;
- number of students involved in current programs;
- what grades students are in;
- how many teachers are involved;
- who has the responsibility for these programs;
- special provisions required:
 - a) transportation;
 - b) curriculum provisions;
 - c) other monetary provisions;
- training teachers require;
- programs available that are not school-based.

Procedure

A title search was carried out to review the literature. There were many articles on gifted and talented children as a general topic, but only a few actual surveys came to the attention of the writer. Two reports of surveys of note were, "A Survey of Education for the Gifted and Talented in New York State in 1974-75" and the "CEA Survey on Gifted and Talented Students" (1980).

Personnel in Alberta Education were contacted by phone regarding knowledge of existing programs and special interest groups. Some provided names of contact persons for programs but very little was known about special interest groups. Other people outside the department were also contacted for further information. A society search was

undertaken by Consumer and Corporate Affairs with no results. The Calgary and Edmonton telephone directories did not have any societies listed for the gifted and talented students. Very little is known to the general public regarding any services for the gifted and talented students.

In the fall of 1978, The Canadian Education Association (CEA) conducted a triple survey across Canada seeking information on the status of gifted and talented students. The three surveys consisted of:

1. Departmental/Ministeries of Education questionnaire;
2. Faculties of Education questionnaire;
3. School Board questionnaire.

The school board questionnaire was mailed to 586 operating school boards across Canada. The response rate in this survey was 54 per cent.

The Planning and Research Branch of Alberta Education undertook a survey in the spring of 1981 to replicate the 1978 Canadian Education Association survey. The Alberta survey was carried out to compare how Alberta school boards were providing for the special needs of the gifted and talented students against the Canadian results.

A copy of the CEA questionnaire was obtained from the authors. A few revisions and additions were made to the original questionnaire and it was mailed to the total population of school superintendents (106) in Alberta. The questionnaire format was left as it was in order to make comparisons easier.

The final question, (question number 21) asked the superintendents to identify schools which offered programs for the gifted and talented. A similar questionnaire was forwarded to all the principals identified by their Superintendents in order to receive additional information. The total number of schools identified as having programs currently underway by school superintendents was 158. All principals of such schools were mailed questionnaires. The response rates on the two questionnaires were 91 per cent and 70 per cent for superintendents and principals respectively. A second follow-up letter and questionnaire were not mailed to the principals because of the closeness of school year-end and because of the anticipated mail strike. This may account for the lower response rate from principals.

The results of the Alberta survey on educational programs for gifted and talented students were grouped into the following categories: large urban boards (4), small city boards (12), county and division boards (54) and other independent boards (26).

Analyses of the responses, question-by-question, follow and are compared with the responses in the Canadian Education Association survey. In some instances, the investigator was unable to make an exact comparison because methods of collecting (additional categories) and analyzing were not the same. An attempt was made to compare responses to all questions as accurately as possible. The reader should

keep in mind that there is a three year time difference between the CEA and the Alberta surveys.

Q.1 Does Your Board Make Special Provisions for Gifted and Talented Students?

The percentage of total respondents who indicated "yes":

Canadian survey - 37 per cent
Alberta survey - 30 per cent

The initial question was designed to find out if school boards were providing for the needs of gifted and talented students. The responses indicated that "special provisions" were interpreted differently. Some interpreted special provisions as being a separate program with a certain amount of money and time set aside for this purpose, others saw it as anything that an individual teacher would do to enrich a program for a gifted or talented student.

Alberta school boards reported special provisions for gifted and talented students by type of school jurisdiction as follows:

Large Urban - 75 per cent
Small City - 50 per cent
Divisions and Counties - 24 per cent
Other Independents - 27 per cent

The urban centres in Alberta were most inclined to have programs for gifted and talented students.

Q.2 What Types of Programs Are Offered?

	% of Type of Programs in Alberta	% of Type of Programs in Canada
Special Schools	0	2
Special Full-Time Classes	3	7
Special Part-Time Classes	30	17
Special Creativity or Resource Centre:	27	16
a) serves one school	12	5
b) serves a family of schools	5	4
c) all schools within the board	10	7
Saturday Morning Programs	0	4
After School Program	5	3
Summer Program	4	5
Tutorial Program	5	10
Independent Study	14	23
Special Subjects	12	13
	100	100

The most popular program offered in Alberta was special part-time classes whereas the independent study approach was most used across Canada.

Q.3 Does Your Board Accelerate Gifted and Talented Students?

	No. of Respondents in Alberta Stating				No. of Respondents in Canada Stating			
	YES		NO		YES		NO	
	No.	%	No.	%	No.	%	No.	%
Skip Grades	12	19	23	37	55	32	63	37
Complete 3 Years in 2, 6 in 5, etc.	15	24	9	15	27	16	25	15
Other	3	5	--	--	--	--	--	--

The Alberta respondents indicated that 19 per cent of the boards allowed their students to skip grades, 24 per cent allowed the students to complete 3 years in 2, etc. and 5 per cent had some other method of accelerating their gifted and talented students. In Alberta 48 per cent of the school boards that responded to Q.3 accelerated their gifted and talented students.

In the CEA survey 32 per cent of the boards allowed students to skip grades, and 15 per cent allowed students to complete 3 years in 2 etc. Of all the Canadian boards responding to Q.3, 48 per cent use some form of acceleration.

Q.4 (a) Does Your Board Have a Specific Written Policy for Educating Gifted and Talented Students?

In Alberta 29 per cent of the respondents stated that their boards had a written policy, which is very similar to the national percentage of 26 per cent reported by the CEA study. It was found that although 75 per cent of the large urban boards in Alberta stated they had provisions for programs for the gifted and talented, they did not have a written policy.

Q.4 (b) Does Your Program for Gifted and Talented Students Come Under the Jurisdiction of:

	Alberta %	Canada %
Special Education or Pupil Personnel Staff	56	63
Curriculum Staff	29	31
Other	15	6

The area of special education or pupil personnel staff was the one most concerned with the programs for the gifted and talented students. In the large urban boards all programs for the gifted and talented students fell under the category jurisdiction of special education or pupil personnel staff while in small city boards only 5 of the 12 boards (42 per cent) fell into this category. Likewise, 7 of the 54 county and division boards (13 per cent) fell under the category of jurisdiction of special education or pupil personnel, while other independents, 3 of the 26 boards (12 per cent) fell under the same category.

Q.5 Rate in Order of Importance (From 1 to 10 With 1 Being the Most Important) The Method Used by Your Board to Identify Gifted and Talented Students.

The ranking below represents the collective responses. Only those boards which conducted programs for selected students were included in the rank orders.

	Alberta Ranks	Canadian Ranks
Teacher Selection	1	1
Group Test-Academic	2	4
Group Test-Psychological	3	5
Individual Test-Academic	4	3
Individual Test-Psychological	5	2
Parent Selection	6	6
Individual Test-Creativity*	7	--*
Peer Selection	8	7
Group Test-Creativity*	9	--*

The teacher played a key role in the identification of gifted and talented students, while peer and parent selection was regarded as relatively unimportant. This holds true for both Alberta and Canadian responses. Group test-creativity rated low in the Alberta responses. Several Alberta school boards felt the methods of identification could not be rank ordered because they were equally important or that a combination of identifiers should be used. There is only a moderate degree of agreement between the rank orders of Canadian and Alberta groups. Spearman's rank order correlation coefficient (Rho) was computed to determine the degree of agreement. A value of $r = .68$ ($p < .01$) was obtained which indicates that knowledge of one rank order would provide 50 per cent accuracy in predicting the other ranking.

* CEA survey did not use these two categories, thus we cannot compare these rank orders.

Q.6 Indicate Who is Responsible for the Admission of Gifted and Talented Students to Special Programs.

	Alberta %	Canadian %
Admission Committee at Board Level	11	9
Admission Committee on School Level	28	22
A School Superintendent	11	14
A Special Coordinator	9	17
A School Principal	26	38
Others	15	--

In Alberta the admission committee at the school level and the school principal were most frequently responsible for admitting gifted and talented students to special programs. Fifteen per cent of the Alberta respondents indicated that some other method was used, usually a teacher with some other individual, e.g., assistant superintendent, guidance counsellor, or all the personnel that are involved in any way. Some mentioned the student himself was responsible by the attitude he displayed towards the program.

In the CEA survey the school principal was the key person responsible.

Q.7 (a) Indicate the Criteria Required Before a Student is Admitted To a Program For the Gifted and Talented:

	% of Alberta Boards With Programs	% of Canadian Respondents
Group I.Q. Test Result	52	31
Individual I.Q. Test Result	69	40
Aptitude Test Result	23	27
Parent Permission	86	69
High Performance:*		92
- academics	90	--
- aesthetics	31	--
- social and leadership	45	--
- kinesthetics, athletics, etc.	14	--
Others	21	--

A combination of criteria were utilized. Therefore the response percentages total more than 100. The percentages reflect responses from school boards with programs. Responses show that in both surveys high performance in academics is important and that in most cases parental permission is sought.

* CEA survey did not categorize high performance.

Q.7 (b) What IQ is Required Before a Student is Admitted to Your Academic Programs For Gifted and Talented Students?

	Alberta %	Canada %
A Specific Minimum I.Q.	28	35

The average I.Q. minimum was 130 in both the Alberta survey and the CEA survey. I.Q. was reported as used with discretion and in conjunction with other indicators. Some Alberta responses indicated I.Q. was not used to deny participation in programs.

Q.8 Indicate the Grade Level Your Programs For Gifted and Talented Students Begin and Terminate.

The responses to this item were divided into elementary and secondary sections. Some respondents did not complete both parts; thus the figures appear to be misleading.

Twenty-nine programs were commenced in the elementary school grades in Alberta. Grade 1 had the highest percentage of programs commencing (48 per cent), and Grade 6 had the highest percentage of terminations (69 per cent).

It is difficult to compare data from the CEA and Alberta surveys with respect to program starts and completions because of the different organizational patterns throughout Canada. The highest national percentage (17 per cent) for entrance was in grade 4 and the highest percentage for termination was grade 12 (50 per cent).

Q.9 Indicate the Special Transportation Provisions Made for Gifted and Talented Students.

	% of Alberta Boards With Programs	% of Canadian Respondents
To Special Schools	7	5
To Resource Centres	4	9
For Field Trips	45	36
Other	14	—

The above percentages are proportions of the total number of respondents answering this question. The CEA survey revealed that parents are responsible for providing transportation, although in urban areas public transportation is used. In Alberta 70 per cent of the school boards with programs made provisions for transportation.

Q.10 Does Your Board Have Special Curriculum and Materials for Gifted and Talented Programs?

Respondents stating yes - Alberta - 88% Canada - 69%
 Respondents stating no - Alberta - 12% Canada - 31%

	% of Alberta Respondents	% of Canadian Respondents
Program Outline	53	25
Teaching Materials	83	67
Special Equipment	52	15
Other	21	—

The CEA survey indicated teachers were responsible for adapting the curriculum for the gifted and talented. The Alberta survey revealed this was done in some cases but that guidelines and/or hand-books were also developed at the board level.

Q.11 Indicate the Personnel in Addition to the Superintendent and Principal Responsible for Your Gifted and Talented Student Program.

	% of Type of Personnel Responsible in Alberta	% of Canada School Boards	% of Alberta School Boards
Coordinator	11	11	21
Consultant	5	12	10
Resource Teacher(s)	24	42	45
Itinerant Teacher(s)	5	8	10
Classroom Teacher	37	19	69
Other	18	8	35
	100		

The key persons responsible for gifted and talented students in Alberta were the classroom teacher and the resource teacher. The Canadian data shows resource teachers as being the key personnel responsible. Eighteen per cent of boards in the Alberta survey mentioned some other personnel were responsible, i.e., the guidance counsellor, the assistant superintendent, director of curriculum, and in some boards all involved personnel were jointly responsible.

Q.12 Indicate the Types of In-Service Training That Your Board Provides For Teachers of Gifted and Talented Students.

	<u>% of Total Alberta Responses</u>	<u>% of Total Canada Responses</u>
Special Courses	10	10
Special Workshops	48	47
Special Provisions to Attend Courses and Workshops Outside Your Board Jurisdiction	90	65
An Orientation Session Prior to Assigning Teachers to Gifted and Talented Programs	34	18
Other	10	--

Responses total more than 100 per cent since many boards were providing combinations of in-service programs.

Special provisions to attend courses and workshops outside the board jurisdiction are the major method of in-service training in Alberta and across Canada.

Q.13 Indicate the Resources Used in Developing and Implementing Your Gifted and Talented Programs.

	<u>Alberta %</u>	<u>Canada %</u>
(a) Resource Within the School:		
School Library	79	67
School Music Program	52	32
School Art Program	55	30
School Gym	17	22
Other	17	--

Once again responses tallied more than 100 per cent since boards use a combination of available resources. Libraries are the most frequently used resource within the schools in both Alberta and Canada.

	<u>Alberta %</u>	<u>Canada %</u>
(b) Community Resources:		
Community College and Universities		
Personnel and Facilities	52	36
Service Clubs and Agencies	35	22
Libraries	76	59
Museums	52	56
Industry	48	25
Senior Citizens	21	22
Professionals	66	47
Tradesmen	17	22
Community Workers	35	28
Historical Buildings	28	47
Other	7	--

In both the Canada and Alberta surveys, libraries were the most used community resource. In Alberta, professionals are sought out frequently. The fact that tradesmen, senior citizens and community workers are not consulted freely in both Canada and Alberta may reveal negative connotations about this population's usefulness in enhancing the program for the gifted and talented students.

Visits to historical buildings in the Canada survey rate as high as the use of professionals. It is interesting to note that observations of historical buildings are rated 47 per cent while the senior citizens who made history rate 22 per cent in the Canada survey. This appears to represent under-utilization of a convenient resource.

Q.14 Indicate the Total Number of Gifted and Talented Students Enrolled in:

	Alberta 1981		Canada 1978	
	No.	%	No.	%
Tutorial Instruction	305	8.6	--	--
Special Schools	--	--	1381	10
Special Projects - Credit	4	.1	--	--
Special Projects - Non-Credit	181	5.1	--	--
Special Full-Time Classes	54	1.5	4324	32
Special Part-Time Classes	1456	41.0	3361	25
Saturday Morning Programs	--	--	1770	13
After School Programs	80	2.3	484	4
Summer Programs	--	--	943	7
Independent Study	40	1.1	1327	9
Other	1432	40.3	--	--
Total	3552	100	13527	100

Comparisons between the two totals should be made with caution because they are not from the same year. The Canadian totals for 1981 would probably be greater as the schools would have expanded their programs or started new programs.

Q.15 Indicate the Total Actual Number of Gifted and Talented Students in Your Programs For Gifted and Talented Students.

	Alberta 1981	% By Type of Jurisdiction	Canada 1978
Large Urban Boards	2402	66	--
Small City Boards	146	4	--
Division and County Boards	602	17	--
Other Independent Boards	454	13	--
Total	3604	.	12,717

A discrepancy appears between the total number of students in Q.14 and Q.15 in the Alberta survey because some boards answered both questions with a range figure. The upper boundary range figure was used in both questions by the researcher. The Canada figures also indicate that actual numbers were not given. Sixty-six per cent of the total gifted and talented pupils in programs in Alberta are served by large urban boards.

Q.16 Indicate the Average Enrolment For Each Full Time Gifted and Talented Class.

Number of Students:	% of Boards Responding Alberta	% of Boards Responding Canada
1-5	6	3
6-10	44	15
11-15	31	12
16-20	13	18
21-25	6	28
26-30	--	18
Over 30	--	6

The response to the Alberta survey for this item shows that the programs being carried out generally had small classes with typically 6 to 10 and 11 to 15 students. A division and county school board had the smallest class (five students), and a large urban board had the largest class (25 students).

Responses to the Canadian survey showed the most common class size to be in the 21 to 25 range. It appeared that most of the classes were considered part of the regular school and contained numbers of students similar to regular classes.

Q.17 Indicate the Average Number of Gifted and Talented Students for Whom Each Resource Teacher Would Be Responsible.

Number of Pupils:	% of Boards Using One Resource Teacher Alberta %	Canada %
1-5	10	14
6-10	40	11
11-15	10	25
16-20	5	14
21-25	5	11
26-30	10	25
31-35	--	--
36-40	5	--
Over 30	15	--

In Q.11 the data shows that in the Alberta survey 24 per cent of the resource teachers were responsible for the program of the gifted and talented students. Forty per cent of the resource teachers had a class size of 6 to 10 students.

In the Canadian survey 42 per cent of the resource teachers were responsible for the programs. Twenty-five percent of the Canadian classes had between 11 and 15 students and 25 per cent had 26 to 30 students.

Q.18 Indicate the Approximate Additional Cost Incurred by Your Board for the Following Services:

	Alberta Range	%	Canada Range	%
Consultative Services	\$ 500 - \$ 75,000	21	\$ 500 - \$ 50,000	15
Coordinator	\$4,000 - \$ 22,000	21	\$ 500 - \$ 33,000	8
Teacher	\$5,000 - \$191,000	41	\$1,000 - \$150,000	23
Transportation	\$ 200 - \$ 4,000	28	\$ 400 - \$ 76,000	12
Equipment	\$ 200 - \$ 31,000	48	\$ 200 - \$ 10,000	20
Material	\$ 300 - \$ 10,000	48	\$ 200 - \$ 48,000	30

Some Alberta data were not usable because some boards grouped more than one service and gave a single dollar amount for a combination of services. In addition to the above costs, the large urban boards quoted additional costs in program/curriculum/professional development and clerical assistance. Our data revealed that the larger boards set aside the largest amount of money in all services because they had the largest number of students. The main services budgeted for by all boards were for teachers, equipment and material in both the Alberta and the Canada surveys.

Q.19 How Does Your Board Evaluate Your Gifted and Talented Programs?

	Alberta %	Canada %
Achievement Testing	24	35
Program Review	76	70
Other	17	20

In the Alberta survey some boards indicated there were no evaluations; others mentioned year-end reports being used for an evaluation. One-fifth of the boards in the Canada survey stated there was no program evaluation. Here again, percentages total over 100, indicating multiple ways of evaluating.

Q.20 Indicate the Criteria in Order of Importance (From 1 to 7 With 1 Being the Most Important) for the Selection of Teachers for Gifted and Talented Programs.

	Alberta	Canada
Academic Qualification	3	7
Intellectual Ability	5	4
Human Relations	1	5
Creativity	4	3
Commitment	2	2
Personality	7	6
Flexibility	6	1
Other	-	-

$r_s = p = .5$ (NS) - There is no significant agreement between the rating of the selection of teachers in Alberta and the rating of selection of teachers in Canada.

Q.21 To Facilitate Our Survey of Principals, Please Indicate the Schools in Your Jurisdiction Which Offer Programs for the Gifted and Talented. Provide Names of Schools, Principals, Completed Addresses and Phone Numbers.

The number of schools operating programs for the gifted and talented in Alberta was 158.

Conclusions

The results of the Planning and Research Branch (Alberta Education) survey of educational programs for the gifted and talented students were quite similar to the results of the 1978 Canadian Education Association survey. There are some differences but they are minor in nature.

Throughout Canada, 37 per cent of the school boards made provisions for educational programs for the gifted and talented students. In Alberta, 30 per cent provided such programs. Seventy-five per cent of the large urban boards provided services; small cities - 50 per cent, divisions and counties - 24 per cent, and other independents - 27 per cent.

The most popular type of program offered differed between the total Canadian sample and the Alberta study. Independent study rated first in the Canadian results while Alberta preferred the special part-time classes.

Educators in both surveys indicated that high performance was the most important criterion.

Alberta tends to begin its program for the gifted and talented students earlier than the rest of Canada. Thirty-six per cent of the

boards begin the program in grade one whereas the highest percentage throughout Canada begin at the grade four level.

The average class enrolment is smaller in Alberta with 6 to 15 students. The most common average class size in the Canadian survey was in the 21 to 25 student range.

The description of school programs in Alberta for gifted and talented students included enrolment counts. An estimated 3,604 or 0.87 per cent of the grade 1 to 12 student population was provided a special program of some sort during the 1980 to 1981 school year.

REFERENCES

1. Burton Barthwick et al., The Gifted and Talented Students in Canada - Results of a CEA Survey, Toronto, Ontario: Canadian Education Association, 1980, p. 80.
2. New York State Education Department, Albany, A Survey of Education for the Gifted and Talented in New York State in 1974-75, 1976, p. 111.

INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

- (1) they identify the distinctive role of the school and its contribution to the total education of youth;
- (2) they provide purpose and direction to curriculum planning, implementation and evaluation;
- (3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education - the learning which occurs in school influences and is influenced by what is learned outside the school.

GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national, and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play; and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

SURVEYFOR GIFTED AND TALENTED STUDENTS IN ALBERTA

PLEASE INDICATE THE APPROPRIATE ANSWERS.

	YES	NO
1. Does your board(s) make special provisions for gifted and talented students?	_____	_____
2. <u>Check</u> the types of programs offered:		<u>YES</u>
. special schools for gifted and talented;		_____
. special full-time classes for gifted and talented;		_____
. special part-time classes for gifted and talented;		_____
. special creativity or resources centres:		
(i) Does it serve one school;		_____
(ii) Does it serve a family of schools;		_____
(iii) Does it serve all schools within the board;		_____
. Saturday morning program;		_____
. after school program;		_____
. summer program;		_____
. tutorial assistance;		_____
. independent study;		_____
. special subjects		_____
Other, specify _____		_____

3. Does your board accelerate gifted and talented students?	<u>YES</u>	<u>NO</u>
. skip grades;	_____	_____
. complete 3 years in 2, or 6 in 5, etc.	_____	_____
Other, specify _____		_____

YES NO

4. (a) Does your board have a specific written policy for educating gifted and talented students?

Please attach an outline of your policy or comment:

- (b) Does your program for gifted and talented students come under the jurisdiction of: (please check)

. Special Education or Pupil Personnel Services Staff

. Curriculum Staff

Other, specify _____

5. Rate in order of importance (from 1 - 10* with 1 being most important) the method used by your board to identify gifted and talented students:

. group test-creativity;

. group test-academic;

. group test-psychological;

. individual test-creativity;

. individual test-academic;

. individual test-psychological;

. teacher selection;

. parent selection;

. peer selection

Other, specify _____

6. Indicate who is responsible for the admission of gifted and talented students to special programs: (please check)

- . an admission committee at the board level; _____
- . an admission committee at the school level; _____
- . a school superintendent _____
- . a special coordinator; _____
- . a school principal _____

Other, specify _____

7. Indicate the criteria required before a student is admitted to a program for gifted and talented: (please check)

- . group IQ test result: _____
- . individual IQ test result; _____
- . aptitude test result; _____
- . parent permission; _____
- . high performance :
 - . academics _____
 - . aesthetics _____
 - . social & leadership _____
 - . kinesthetics, athletics, etc. _____

Other, specify _____

What IQ is required before a student is admitted, to your academic programs for gifted and talented students? _____

Please comment _____

8. (a) Indicate the grade level your programs for gifted and talented students begins:

Grade elementary secondary
 _____ _____

- (b) Indicate the grade level your programs for gifted and talented students terminates:

 elementary secondary
Grade _____ _____

Additional comments _____

9. Indicate the special transportation provisions made for gifted and talented students: (please check)

. to special schools for gifted and talented: _____
. to resource centres; _____
. for field trips _____
Other, specify _____

10. Does your board have special curriculum and materials for gifted and talented programs? (please check) YES NO

e.g.

. program outline: _____
. teaching materials; _____
. special equipment _____
Other, specify _____

11. Indicate the personnel in addition to superintendent and principal responsible for your gifted and talented program: (please check)

. coordinator of gifted and talented students; _____

. consultant of gifted and talented students; _____

. resource teacher(s); _____

. itinerant teacher(s); _____

. classroom teachers _____

Other, specify _____

12. Indicate the types of in-service training that your board provides for teachers of gifted and talented students: (please check)

. special courses; _____

. special workshops; _____

. special provisions to attend courses and workshops outside your board jurisdiction; _____

. an orientation session prior to assigning teachers to gifted and talented programs. _____

Others, specify _____

13. Indicate the resources used in developing and implementing your gifted and talented programs: (please check)

(a) Resources within the school: _____

. special provision within the school library; _____

. special provision within the school music program; _____

. special provision within the school art program; _____

. special provision within the school gym. _____

Other, specify _____

(b) Community Resources:

- . community college and university personnel and facilities; _____
- . service club and agencies; _____
- . library; _____
- . museums; _____
- . industry; _____
- . senior citizens; _____
- . professionals; _____
- . tradesmen; _____
- . community workers; _____
- . historical building (e.g. churches, banks, _____
- Other, specify _____

14. Indicate the total number of gifted and talented students in:

Number

- . tutorial instruction _____
- . special schools; _____
- . special projects _____
 - credit _____
 - non-credit _____
- . special full-time classes; _____
- . special part-time classes; _____
- . Saturday morning programs; _____
- . after school programs; _____
- . summer programs; _____
- . independent study. _____
- Other, specify _____

15. Indicate the total actual number of gifted and talented students in your programs for gifted and talented students. _____
16. Indicate the average enrollment for each full-time gifted and and talented class. _____
17. Indicate the average number of gifted and talented students for whom each resource teacher would be responsible. _____
18. Indicate the approximate additional cost incurred by your board for the following services:
- . consultative service for gifted and talented students; \$ _____
 - . coordinator for gifted and talented students; _____
 - . teachers for gifted and talented students; _____
 - . transportation for gifted and talented; _____
 - . equipment for gifted and talented students; _____
 - . material for gifted and talented students. _____
- Other, specify _____
- _____
19. How does your board evaluate your gifted and talented programs? (please check)
- . achievement testing; _____
 - . program review. _____
- Other, specify _____
- _____
- _____

20. Indicate the criteria in order of importance (from 1 to 7 with 1 being the most important) for the selection of teachers for gifted and talented programs:

. academic qualification;

. intellectual ability;

. human relations;

. creativity;

. commitment;

. personality;

. flexibility.

Other, specify _____

21. To facilitate our survey of principals, please indicate the schools in your jurisdiction which offer programs for the gifted. Provide names of schools, principals, complete addresses and phone numbers.

	<u>Name of School</u>	<u>Principal</u>	<u>Complete Address</u>	<u>Phone Number</u>
1.	_____	_____	_____	_____
	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____
4.	_____	_____	_____	_____
	_____	_____	_____	_____
5.	_____	_____	_____	_____
	_____	_____	_____	_____
6.	_____	_____	_____	_____
	_____	_____	_____	_____
7.	_____	_____	_____	_____

Table 1
Special Provisions For Gifted and
Talented Students in Alberta

Type of Jurisdiction	Jurisdictions With Provisions		Jurisdictions Without Provisions		Total Responses
	No.	%	No.	%	
Large Urban	3	75	1	25	4
Small Cities	6	50	6	50	12
Divisions & Counties	13	24	41	81	54
Other Independents	7	27	19	73	26
Total	29*	30	67	70	96

* Indicates the number of programs for gifted and talented. The majority of the percentages given in the following tables are based on this number and not on the total possible number of boards in Alberta.

Table 2

Types of Programs for Gifted and Talented Students Offered in Alberta

Programs Offered	Number of School Boards Providing Each Type of Program				
	Large Urban	Small Cities	Divisions and Counties	Other Independents	Total Alberta
Special Schools	--	--	--	--	--
Special Full-Time Classes	2	--	--	--	2
Special Part-Time Classes	1	7	11	3	22
Special Creativity or Resource Center:					
(1) serve on school	--	1	4	4	9
(2) serves a family of schools	1	2	1	--	4
(3) all schools within the board	2	--	1	4	7
Saturday Morning Program	--	--	--	--	--
After School Program	--	--	--	--	--
Summer Program	1	--	1	2	4
Tutorial Assistance	1	--	--	2	3
Independent Study	--	3	1	--	4
Special Subjects	1	4	2	3	10
Other	1	2	2	4	9
Total	10	19	23	22	74

Table 3

School Boards Accelerating Gifted and Talented Students in Alberta

Type of Acceleration	Numbers of School Boards										% of Total School Boards	
	Large Urban		Small Cities		Divisions and Counties		Other Independ- ents		Total Alberta			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Skip Grades	3	—	3	3	5	12	1	8	12	23	19	37
Complete 3 years in 2, or 6 in 5, etc.	2	—	3	2	6	2	4	5	15	9	24	14
Other*	1	—	1	1	—	—	1	—	3	—	5	—

* e.g., skip subjects, partial high school/college

Table 4(a)

School Boards With Specific Written Policies for Educating
Gifted and Talented Students In Alberta

Numbers of School Boards										% of Total Alberta Boards	
Large Urban		Small Cities		Divisions and Counties		Other Independ- ents		Total Alberta			
Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
--	4	3	5	4	11	5	10	12	30	29	71

Table 4(b)

Program Responsibility Area for Gifted
and Talented Students in Alberta

Program Responsibility Area	Number of School Boards					% of School Boards
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
Special Education or Pupil Personnel Services Staff	4	5	7	3	19	56
Curriculum Staff	--	2	5	3	10	29
Other*	1	--	2	2	5	15

* e.g., teacher, teacher/principal

Table 5

Method Used by School Boards to Identify
Gifted and Talented Students in Alberta

Method Used to Identify by Rank Order*	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Ranking of All School Boards**
Group Test- Creativity	7.5	6.0	7.0	8.0	8
Group Test- Academic	3.0	2.0	2.0	2.0	2
Group Test- Psychological	1.0	4.5	3.0	3.0	3
Individual Test- Creativity	7.5	3.0	9.0	7.0	7
Individual Test- Academic	7.5	7.0	4.0	5.0	5
Individual Test- Psychological	5.0	4.5	6.0	4.0	4
Teacher Selection	2.0	1.0	1.0	1.0	1
Parent Selection	4.0	9.0	5.0	6.0	6
Peer Selection	7.5	8.0	8.0	9.0	9

* The respondent was asked to rate in order of importance from 1 to 10 with 1 being the most important.

** The total ranking does not correspond to Q.4 due to rounding off between categories.

Table 6

Responsibility Area for Admission of Gifted and Talented
Students to Special Programs in Alberta

Responsibility Area	Number of School Boards					% of Responsibility Areas
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
Admission Committee at Board Level	1	2	1	1	5	10
Admission Committee at School Level	2	3	6	2	13	28
A School Superintendent	1	1	1	2	5	10
A Special Coordinator	2	2	1	--	5	10
A School Principal	1	--	4	7	12	25
Other*	1	--	5	2	8	17

* e.g., teacher and assistant superintendent, teacher and guidance counsellor, etc.

Table 7(a)

Criteria Required For a Student To Be Admitted To
a Program For the Gifted and Talented In Alberta

Criteria	Number of School Boards					% of School Boards With Programs**
	Large Urban	Small Cities	Divisions and Counties	Other Independents	Total	
Group Test	2	1	9	3	15	52
Individual I.Q. Test	2	2	10	6	20	69
Aptitude Test	--	2	4	1	7	23
Parent Permission	3	3	13	6	25	86
High Performance:						
- academics	2	4	13	7	26	90
- aesthetics	1	1	5	2	9	31
- social & leadership	2	3	5	3	13	45
- kinesthetics, athletics, etc.	--	--	3	1	4	14
Other*	2	--	--	4	6	21

* e.g., teacher selection, peer selection, student interest.

** Combination of criteria used thus totals greater than 100%.

Table 7(b)

I.Q. Requirements Before Student Is Admitted To Academic
Programs For Gifted and Talented Students in Alberta

Minimum I.Q. Requirement	Number of School Boards					% of School Boards With Programs
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
120	--	--	1	--	1	3
125	1	--	4	1	6	21
130	1	--	7	--	8	28
135	--	1	--	--	1	3
140	--	--	--	--	--	--
Other Criteria*	3	3	9	5	20	68

* e.g., not significant, high verbal score with reduced non-verbal score,
variety of factors.

Table 8

Grade Levels Which Programs For Gifted and Talented
Students Begin and Terminate In Alberta

Grade Levels Programs	Number of School Boards					% of Alberta School Boards With Programs*
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
<u>Elementary</u>						
Begin:						
Kindergarten	1	--	--	--	1	3
1	1	2	6	5	14	48
2	--	--	1	1	2	7
3	--	3	3	--	6	21
4	2	--	2	2	6	21
5	--	--	--	--	--	--
6	--	--	--	--	--	--
	--	--	--	--	--	--
Total	4	5	12	8	29	100
Terminate:						
6	2	4	8	6	20	69
<u>Secondary</u>						
Begin:						
7	1	3	5	1	10	34
Terminate:						
7	--	--	--	--	--	--
8	--	--	1	--	1	3
9	1	3	3	--	7	24
10	--	--	--	--	--	--
11	--	--	--	--	--	--
12	1	2	1	3	7	24
	--	--	--	--	--	--
Total	2	5	5	3	15	51

* Respondents did not always complete both parts of the question, i.e., grade program began and grade program terminated. Therefore, the total programs terminating do not match the total programs commencing.

Table 9

Special Transportation Provisions Made For
Gifted and Talented Students in Alberta

Special Transportation Provisions	Number of School Boards					% of Alberta School Boards
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
Special Schools	--	--	1	1	2	7
Resource Centres	--	1	--	--	1	4
Field Trips	2	3	4	4	13	45
Other	--	1	2	1	4	14

Table 10

School Boards With Special Curriculum and Materials
For Gifted and Talented Programs In Alberta

Special Curriculum and Materials	Numbers of School Boards										% of Alberta School Boards	
	Large Urban		Small Cities		Divisions and Counties		Other Independ- ents		Total Alberta			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Program Outline	2	1	2	--	7	--	4	3	15	3	53	15
Teaching Materials	3	--	4	--	12	--	5	2	24	3	83	8
Special Equipment	2	--	2	1	7	--	4	2	15	2	52	8
Other*	1	--	1	--	3	--	1	--	6	--	21	--

* e.g., handbook, library/resource materials, district level guidelines.

Table 11

Personnel Responsible For Programs For Gifted
and Talented Students In Alberta

Personnel Responsible	Number of School Boards					% of Alberta School Boards With Programs**
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
Coordinator	2	—	3	1	6	21
Consultant	2	—	—	1	3	10
Resource Teacher	1	2	5	5	13	45
Itinerant Teacher	2	1	—	—	3	10
Classroom Teacher	2	4	6	8	20	69
Other*	1	2	7	—	10	35

* e.g., joint responsibility of all involved, assistant superintendent, secondary school staff, Director of Curriculum, etc.

** Totals over 100% as a combination of personnel were responsible for the program for the gifted and talented students.

Table 12

Types of In-Service Training For Teachers of Programs
For Gifted and Talented Students In Alberta

Type of In-Service Training	Number of School Boards					% of Type of In-Service of Alberta School Boards With Programs
	Large Urban	Small Cities	Divisions and Counties	Other Independents	Total	
Special Courses	--	--	2	1	3	10
Special Workshops	3	2	6	3	14	48
Special Provisions to Attend Workshops, etc.	3	4	12	4	26	90
Orientation Session	1	2	6	1	10	34
Other*	--	1	2	--	3	10

* e.g., monthly or bi-monthly meetings, on-going consultation, etc.

Table 13

Resources Used in Developing and Implementing Programs
For Gifted and Talented Students in Alberta

Resources Used	Number of School Boards					% of Alberta School Boards With Programs
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
Within the School:						
- library	1	6	9	7	23	79
- music program	1	4	6	4	15	52
- art program	--	4	6	6	16	55
- gym	--	1	4	--	5	17
- other*	--	--	5	--	5	17
Within the Community:						
- community college & universities personnel & facilities	3	5	4	3	15	52
- service clubs & agencies	3	2	3	2	10	35
- libraries	3	5	7	7	22	76
- museums	3	5	4	3	15	52
- industry	2	4	5	3	14	48
- senior citizens	--	3	2	1	6	21
- professionals	2	4	7	6	19	66
- tradesmen	--	1	2	2	5	17
- community workers	1	4	4	1	10	35
- historical building	2	2	2	2	8	28
- other**	--	--	1	1	2	7

* e.g., computer, science lab, photo lab.

** e.g., depends on teacher, community clubs, etc.

Table 14

Number of Students Enrolled In Specific Types of
Programs For Gifted and Talented Students

Type of Program	Number of Students					% of Students Enrolled in Programs
	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Total	
Tutorial Instruction	196	20	64	25	305	8.59
Special Schools	--	--	--	--	--	--
Special Projects Credit	--	--	--	4	4	-.11
Special Projects Non-Credit	--	81	--	100	181	5.10
Special Full-Time Classes	--	--	54	--	54	1.51
Special Part-Time Classes	656	165	491	144	1,456	40.99
Saturday Morning Programs	--	--	--	--	--	--
After School Programs	--	16	4	60	80	2.25
Summer Programs	--	--	--	--	--	--
Independent Study	--	2	6	32	40	1.13
Other	1,400*	2	30	--	1,432	40.32
Total	2,252	286	649	365	3,552	100

* Enrichment, city-wide music.

Table 15

Number of Students in All Programs for Gifted
and Talented Students in Alberta

Number of Students in Jurisdictions With Programs*			
Large Urban	Small Cities	Divisions & Counties	Other Independents
196	20	90	30
1,950	45	4	32
256	75	3	4
	6	20	5
		60	12
		89	40
		26	81
		20	250
		42	
		50	
		90	
		30	
		70	
		8	
2,402	146	602	454

* Total provincial enrolment in the programs for gifted and talented--3,604 students.

Table 16

Average Enrolment For Each Full-Time Class For
Gifted and Talented Students in Alberta

Number of Students	Number of Full-Time Programs					% of Full-Time Programs
	Large Urban	Small Cities	Divisions and Counties	Other Independents	Total	
1-5	--	--	1	--	1	3
6-10	--	2	4	1	7	24
11-15	1	1	2	1	5	17
16-20	--	1	1	--	2	7
21-25	1	--	--	--	1	3
26-30	--	--	--	--	--	--
Over 30	--	--	--	--	--	--
Total	2	4	8	2	16	54

Table 17

Number of Gifted and Talented Students Per Resource Teacher

Number of Students	Number of Programs					% of Programs
	Large Urban	Small Cities	Divisions and Counties	Other Independents	Total Programs	
1-5	--	--	1	1	2	10
6-10	1	2	5	--	8	40
11-15	--	1	--	1	2	10
16-20	--	--	1	--	1	5
21-25	--	--	1	--	1	5
26-30	--	--	2	--	2	10
31-35	--	--	--	--	--	--
36-40	--	--	--	1	1	5
Over 40	1	2	--	--	3	15
Total	2	5	10	3	20*	100

* The other 9 questionnaires from schools with programs did not have this question completed.

Table 18

Additional Costs Incurred by Boards
for Gifted and Talented Students

Type of Expense	Dollar Range*	Number of Boards	% of Boards With Programs
Consultative Services	\$ 500 - \$ 75,000	6	21
Coordinator	\$4,000 - \$ 22,000	6	21
Teacher	\$5,000 - \$191,000	12	41
Transportation	\$ 200 - \$ 4,000	8	28
Equipment	\$ 200 - \$ 31,000	14	48
Material	\$ 300 - \$ 10,000	14	48

* Because of the wide range, the results are not very meaningful.

Table 19

Evaluation of Programs for Gifted and Talented Students

Type of Evaluation	Large Urban	Small Cities	Divisions and Counties	Other Independents	Total	% of Boards With Programs
Achievement Testing	--	1	3	3	7	24
Program Review	2	6	11	3	22	76
Other*	1	1	1	2	5	17

* e.g., year-end reports

Table 20

Selection of Teachers for Gifted and
Talented Students in Alberta

Criteria Required for Selection *	Large Urban	Small Cities	Divisions and Counties	Other Independ- ents	Ranking of All School Boards**
Academic Qualification	7	6	1	1	4
Intellectual Ability	5	7	7	2	7
Human Relations	4	1	1	4	1
Creativity	3	3	6	3	3
Commitment	1	2	5	5	2
Personality	6	5	3	5	6
Flexibility	2	4	4	7	5
Other	--	--	--	--	--

* The respondent was asked to rate in order of importance from 1 to 7 with 1 being the most important.

** Different ranking than Q.20 due to rounding off between categories.